



18-WEEK SPORT MARKETING AND COMMUNICATIONS PLAN

Pre-season 1: Reminder of what sport stakeholders prioritize & value

*Should be timed with the [pre-season stakeholder questionnaires](#)

- **Athletes:** Studies show that kids value fun, friends, fair play, friendly competition & finishing the season better than they started (skills wise) from their sport experiences
- **Parents:** Studies show that parents value safety, development, fair play, opportunity to advance and competition from their sport experiences
- **Coaches:** Studies show that coaches' value parental support, organizational support, continuing education, mentorship & legacy from their sport experiences
- **Officials:** Studies show that officials value player, coach & parent respect, organization support, continued education and mentorship from their sport experiences
- **Admin:** Studies show administrators value organization, member respect, organizational support, guidance & mentorship and opportunity from their sport experiences

Pre-season 2: Preparing for the upcoming season

Athletes:

1. Train to be physically prepared:
 - a. Speed: ability to move quickly
 - b. Strength: ability to move mass
 - c. Endurance: ability to sustain cardiovascular activity
 - d. Power: ability to exert force,
 - e. Flexibility: ability to maintain a good range of motion around the joints,
 - f. Agility: ability to move quickly, laterally
 - g. Balance: ability to maintain upright and steady
2. Train to be mentally prepared:
 - a. Confidence: opportunities to develop mental toughness, resilience, self-belief, positive self-worth.
 - b. Character: respect for the sport, ethical/moral responsibility, leadership, integrity, game sense, focus, goal setting.
 - c. Connection: team building, social connectedness, managing struggles/failures together, having fun, doing what is right.
 - d. Culture: team/ club vision / values, reinforcing the team / season vision, mission and most importantly values
3. Train to be technically / tactically proficient: skills e.g.: stick handling, dribbling, juggling, throw & catching

Parents:

1. How are you going to sport the training preparation for your athlete?
2. What adjustments are you going to need to make to the household / family unit in order to meet them?

Coaches:

1. Base the seasons goals around who you want to be (process) vs. what you want to achieve (outcome)
2. Plan to take care of yourself though the season: connecting, down time, boundaries, expectations
3. Understand what transformational coaching is / means and plan to deliver on it. Expand your learning beyond X's and O's
4. Be connected & prepared to contribute to the organizations culture: vision, mission, values, goals & objectives & terms of reference



5. Have / create a clear “business plan” that you’re willing to share and be held accountable to from all stakeholders

Officials:

1. Train to be physically prepared:
 - a. Speed: ability to move quickly
 - b. Strength: ability to move mass
 - c. Endurance: ability to sustain cardiovascular activity
 - d. Power: ability to exert force
 - e. Flexibility: ability to maintain a good range of motion around the joints
 - f. Agility: ability to move quickly, laterally
 - g. Balance: ability to maintain upright and steady
2. Train to be mentally prepared:
 - a. Confidence - opportunities to develop mental toughness, resilience, self-belief, positive self-worth.
 - b. Character - respect for the sport, ethical/moral responsibility, leadership, integrity, game sense, focus, goal setting.
 - c. Connection - team building, social connectedness, managing struggles/failures together, having fun, doing what is right.
 - d. Culture - team/ club vision / values, reinforcing the organization values and reminding people of them

Admin:

1. Right people - right roles - right away. *hire slow, replace / reassign fast
2. Final tune up on the tenets of quality sport management
 - a. Organizational Alignment - culture: vision, mission, values, goals, and terms of reference - dialed.
 - b. Disciplined Project Management - who’s overseeing the club development? ED/ TD?
 - c. Stakeholder Connectivity - Athletes, parents, coaches, officials, admin on ONE page. What does that look like?
 - d. Integrated Operating Environment - *Form an association working group with representatives from each stakeholder group. They for with their groups.
 - e. Marketing & Communications - Who’s in charge of communicating the messages?

Week 1: Navigating the tryout process

Athletes:

1. Control your controllable: attitude, effort, energy, focus, rest & recovery
2. Block out the distractions. Don’t get involved with the gossip & speculation

Parents:

1. Keep things in perspective. One tryout is not an indicator of future success in any sport
2. This is not about you. Placement is not a reflection on you, nor does it say anything about who you were as an athlete or parent
3. Be supportive but not over-invested. Kids listen to what you’re saying and how you act
4. Remind yourself that 2 weeks after placement - kids have met new friends and are having fun in their sport
5. Elevate others. There’s no need (as an adult) to criticize other athletes because they made it and your athlete did not

Coaches:

1. Avoid the god complex during tryouts & evaluations
2. Avoid the optics of favouritism during the tryout process in conversations with athletes and parents
3. Understand the realities of emotion, expect crisis and manage with empathy vs vitriol

Officials:

N/A



Admin:

1. Strive to ensure as fair of evaluation process as possible & feasible
2. Create processes for 3rd path re-evaluation if need be
3. Understand the realities of emotion, expect crisis and manage with empathy vs vitriol

Week 2: Managing placement & conversations

Athletes: 5 things to consider when selecting a team

1. Does it check the fun, friends, fair play, friendly competition & development boxes?
2. Does it fit your desired level of competition?
3. Do the coaches' values align with your values?
4. What is the coaches' policy on fair play?
5. What is the expected time commitment per week?

Parents: 5 things to ask the coach at the beginning of the season

1. What are your goals for the season?
2. What is your policy on game time?
3. What is your communication policy for logistics and if we have a problem?
4. How can I help you as a parent during the course of the season?
5. What is your policy on selection?

Coaches: 5 things to share with athletes / parents

1. Coaches culture: vision, mission, values, goals & objectives, terms of reference
2. Expectations of the players & parents for the season
3. Reasons why players did / did not make the team (be specific)
4. Strengths and areas of development opportunity (be specific)
5. Encouragement to enjoy the process and reinforcement it's a marathon vs. a sprint.

Officials:

N/A

Admin:

1. Organization culture: vision, mission, values, goals & objectives, terms of reference
2. Expectations of the players, parents and coaches for the season
3. Understanding reasons why players did / did not make the team (be specific) for overall assessment
4. Understanding strengths and areas of development opportunity (be specific) for overall assessment
5. Encouragement to enjoy the process and reinforcement it's a marathon vs. a sprint

Week 3: Setting season goals

Athletes:

1. What do you want to achieve? (write & share)
2. What are you going to do to achieve your goals? (write & share)
3. What support do you require from others to achieve your goals? (write & share)

Parents:

1. Based on what your athlete has identified his / her goals as, how will you support them? (write & share)
2. Based on the needs of the team there should be assigned roles. Many hands make light work

Coaches:

1. Who do you want to be this season? (vs. what do you want the outcome to be)
2. What is your plan to achieve the kind of team you want to be?
3. What are you going to need to learn, change, and implement to achieve your goal?
4. What support do you require from each stakeholder athlete, parent, organization to achieve your goal?



Officials:

1. What do you want to achieve? (write & share)
2. What are you going to do to achieve your goals? (write & share)
3. What support do you require from others to achieve your goals? (write & share)

Admin: 5 tenets of quality sport management

1. Organizational Alignment - culture: vision, mission, values, goals, and terms of reference - dialed.
2. Disciplined Project Management - who's overseeing the club development? ED/ TD?
3. Stakeholder Connectivity - Athletes, parents, coaches, officials, admin on ONE page. What does that look like?
4. Integrated Operating Environment - *Form an association working group with representatives from each stakeholder group.
5. Marketing & Communications - Who's in charge of communicating the messages?

Week 4: Game day tips

Athletes: 5 things you can do to perform your best

1. Attitude - bring a good attitude to your teammates, coach, official & competition
2. Effort - bring 100% of what you're capable of on that given day
3. Nutrition & hydration - ensure you've properly fueled and hydrated to be able to meet the demands
4. Pre-competition focus - minimize distractions when you enter the locker room. Leave it in the room when you're finished the game
5. Rest & recovery - ensure you're scheduling adequate / proper amounts of rest & recovery

Parents: 5 things to be a great game day parent

1. Focus on and celebrate the processes that underpin performance not the short-term outcomes.
2. Ask lots of questions that allow your child to reflect on the sporting experience.
3. Think about parent 'behaviour on the side-lines,' & have some positive strategies in place.
4. Keep things in perspective, treats highs and lows in equal measure where possible.
5. Be conscious of the 'Car Ride Home'. Try your best to be a parent and not use this time to get things off your chest no matter how frustrated you may be feeling.

Coaches:

1. Have a game plan. Based on knowns, controllable and areas you've been working on.
2. Create outcome goals 3-5. Again, the controllable you want to see that can be measured and support the development process
3. Loud on praise, quiet on correction. Heat of the game isn't the time to be criticizing. That's what practice is for
4. Recognize & encourage creativity (whether it succeeds or not) vs. criticizing
5. Remind yourself what kids' value most from sport experiences: fun, friends, fair play, friendly competition, finish with better skills than they started with

Officials:

1. Attitude - bring a good attitude to the area of competition
2. Effort - bring 100% of what you're capable of on that given day
3. Nutrition & hydration - ensure you've properly fueled and hydrated to be able to meet the demands
4. Pre-competition focus - minimize distractions when you enter the prep room. Leave it in the room when you're finished the game
5. Rest & recovery - ensure you're scheduling adequate / proper amounts of rest & recovery

Admin:

N/A



Week 5: Managing nutrition | hydration | rest & recovery | rehab & rehab | dry land training

Athletes:

1. Educate yourself on the benefits of these outside of competition facets
2. YOU take responsibility to ensure your properly fueled pre practice & competition

Parents:

1. Educate yourself on the benefits of these outside of competition facets
2. Support but do not assume sole responsibility of providing these supports

Coaches:

1. Dedicate 1/2 or entire practice session to covering these off properly in accordance with the organizations plan
2. Provide or direct athletes and parents to vetted quality sport resources

Officials:

1. Educate yourself on the benefits of these outside of competition facets
2. YOU take responsibility to ensure your properly fueled pre practice & competition

Admin:

1. Plan for / source consistent resources relating to these facets that are made available to all stakeholders
2. Ensure these are part of an opt-in or mandatory process based on family's finances, desire & need e.g. It's not a one size fits all.

Week 6: Understanding athlete development

*should be timed with the [stakeholder questionnaires](#)

Athletes: What are the 5C's and how are they nurtured?

<https://www.youtube.com/watch?v=7cJEYTMmj6E>

Parents: What are the 5C's and how are they nurtured?

<https://www.youtube.com/watch?v=7cJEYTMmj6E>

Coaches: What are the 5C's and how are they nurtured?

<https://www.youtube.com/watch?v=7cJEYTMmj6E>

Officials: What are the 5C's and how are they nurtured?

<https://www.youtube.com/watch?v=7cJEYTMmj6E>

Admin: What are the 5C's and how are they nurtured?

<https://www.youtube.com/watch?v=7cJEYTMmj6E>

Week 7: Managing conflict / crisis / questions

Athletes:

1. With parents when they are becoming too much
 - a. Ensure the communication lines are open
 - b. Explain your situation and be honest
 - c. Tell them how you would like them to be involved on game day
 - d. Try to share the positive things vs. just the negatives
 - e. Thank them for all of their time, financial and emotional support
2. With coaches when expectations are not being met
 - a. YOU do the talking, not your parents
 - b. Be solution focused



- c. Seek to serve, not be served
 - d. Clarify what is being said & action items
 - e. Do not compare, instead ask where you can compete
3. With officials
- a. Avoid pointless negativity
 - b. Criticize the call NOT the official
 - c. Ask real questions
 - d. Work towards establishing a first name basis
 - e. Be specific with your questions

Parents:

1. With athletes: 12-word sport vocabulary
- a. Leaving the car = have fun
 - b. Returning to car = I just love to watch you play
 - c. Weekends when 'bored' = just go play
2. With coaches / admin when expectations are not being met
- a. Have a conversation at least 48hrs after the issue
 - b. Be clear about what you want answers to?
 - c. Do not bring other players and other parents into the conversation
 - d. Try not to be confrontational
 - e. Listen to both sides of the discussion before proceeding further
3. With administration when the coach's answers are not thorough.
- a. Have a conversation at least 48hrs after the issue
 - b. Be clear about what you want answers to?
 - c. Do not bring other players and other parents into the conversation
 - d. Try not to be confrontational
 - e. Seek to understand based on the organization culture: vision, mission, values, goals & objectives, terms of reference.

Coaches:

1. With athletes
- a. Eye contact
 - b. Common language
 - c. Avoid distractions
 - d. Voice modulation
2. With parents
- a. Be approachable & willing to answer questions
 - b. Answer each question like the first time it's been asked
 - c. Be consistent with your answers across different parents
 - d. Avoid demeaning or writing off parent feedback
3. With officials
- a. Avoid pointless negativity
 - b. Criticize the call NOT the official
 - c. Ask real questions
 - d. Work towards establishing a first name basis
 - e. Be specific with your questions

Officials:

1. With athletes
- a. Eye contact
 - b. Common language
 - c. Avoid distractions



- d. Voice modulation
2. With coaches
 - a. Be approachable & willing to answer questions
 - b. Answer each question like the first time it's been asked
 - c. Be consistent with your calls and answers through the competition
 - d. Avoid demeaning or writing off coach feedback

Admin:

1. To coaches & members
 - a. Get back to coach & member quarries in a timely fashion (24hr rule to let them know you've received it)
 - b. Do your due diligence with the coach & members. Always 3 sides to every story.
 - c. Where possible, have the coach, member & athlete in the same room at the same time (digital meetings work well)
 - d. Seek to understand 'help me understand' all sides of the issue
 - e. Attempt to come to a resolution that works for everyone vs. outing the coach, player or parent in front of the others
 - f. Set a time to observe, circle back or follow up in a couple of weeks to see if the issue has been resolved.

Bonus Week: Diversity & Inclusion

Athletes: Understanding how to create an inclusive environment - <https://paralympic.ca/diversity-and-inclusion-0>

Parents: Understanding how to create an inclusive environment - <https://paralympic.ca/diversity-and-inclusion-0>

Coaches: Understanding how to create an inclusive environment - <https://paralympic.ca/diversity-and-inclusion-0>

Officials: Understanding how to create an inclusive environment - <https://paralympic.ca/diversity-and-inclusion-0>

Administration: Understanding how to create an inclusive environment - <https://paralympic.ca/diversity-and-inclusion-0>

Week 8: Signs & symptoms of burnout & how to manage it

Athletes: Lack of energy, enjoyment & enthusiasm.

1. Examine training / competition load micro (weekly) - request rest
2. Examine training / competition load macro (annually) - request a break
3. Pare it back where appropriate
4. Understand the importance of rest & recovery 8-10hrs of sleep
5. Sit out a cycle without feeling guilty

Parents: Lack of energy, enjoyment & enthusiasm. Mood swings & poor behaviour.

1. Examine training / competition load micro (weekly) - make the call
2. Examine training / competition load macro (annually) - make the call
3. Pare it back where appropriate - make the call
4. Understand the importance of rest & recovery 8-10hrs of sleep - make the call
5. Sit out a cycle without pressuring to return - make the call

Coaches:

1. Examine training / competition load micro (weekly) - schedule breaks
2. Substitute alternate forms of training: video review, other C's skill building
3. Pare it back where appropriate e.g.: limit tournaments & extra sessions
4. Understand the importance of rest & recovery 8-10hrs of sleep



5. Check in / recognize individual fatigue. Do not pressure to press on

Officials:

1. Examine training / competition load micro (weekly) - request rest
2. Examine training / competition load macro (annually) - request a break
3. Pare it back where appropriate
4. Understand the importance of rest & recovery 8-10hrs of sleep
5. Sit out a cycle without feeling guilty

Admin:

1. Examine training / competition load micro (weekly) - oversee schedule
2. Advocate alternate forms of training: video review, other C's skill building.
3. Pare it back where appropriate e.g.: close the facilities, limit tournaments / team
4. Understand the importance of rest & recovery 8-10hrs of sleep
5. Understand the calendar realities e.g.: November blues & do not pressure to press on

Week 9: Creating positive tournament experiences

Athletes:

1. Understand & respect organization, team and coach expectations of tournaments
2. Have fun. Because tournaments are where some of the most memorable sport experiences come from.

Parents:

1. Remind yourself about who the tournaments are for: the athletes. This is not your party-time cameo
2. Understand & respect organization, team and coach expectations of tournaments
3. Avoid engaging the coaching staff when consuming alcohol

Coaches:

1. Create a schedule / plan for on & off time for tournaments
2. Take full advantage of the time / opportunity to implement team building exercises (engage the remaining C's)
3. Avoid engaging the athletes & parents when consuming alcohol. Last to arrive, first to leave model

Officials:

1. Remind yourself about who the tournaments are for: the athletes. This is not time to influence the outcome of games with heavy handedness
2. Set your expectations early. Verbally pre-game with coaches and teams and again before the game starts. Then be consistent with the expectations
3. Understand the amount of emotion (particularly at tournaments) and manage accordingly

Admin:

1. Be very clear with your organizations tournament policies & expectations
2. Have a clear crisis management plan / strategy in place that's accessible by stakeholders: reporting through extraction
3. Have a process in place for managing crisis post tournament that is efficient, expedient and consistent
4. Utilize the communications team to share tournament highlights with the rest of the organization and community media

Week 10: 7 reasons for declining sport participation & how to manage them.

Athletes: Lack of free play, lack of fundamental movement skills, marginalization of PE, not fun, cost, technology, early sport specialization.

1. Put the devices down and just go play!
2. Understand what fundamental movement skills are https://fms.60minkidsclub.org/?page_id=270
3. Understand the pitfalls of early sport specialization <https://vimeo.com/198104394>



Parents: Lack of free play, lack of fundamental movement skills, marginalization of PE, not fun, cost, technology, early sport specialization. Tips.

1. Create the environment for unstructured play. <https://vimeo.com/266196932>
2. Understand what fundamental movement skills are https://fms.60minkidsclub.org/?page_id=270
3. Understand the pitfalls of early sport specialization <https://vimeo.com/198104394>

Coaches: Lack of free play, lack of fundamental movement skills, marginalization of PE, not fun, cost, technology, early sport specialization.

1. Understand what fundamental movement skills are https://fms.60minkidsclub.org/?page_id=270
2. Understand the pitfalls of early sport specialization <https://vimeo.com/198104394>
3. Place a heavy emphasis on fun!

Official: Lack of free play, lack of fundamental movement skills, marginalization of PE, not fun, cost, technology, early sport specialization.

1. Constantly reinforce the fun factor! <https://vimeo.com/198104394>
2. Encourage players to officiate

Admin: Lack of free play, lack of fundamental movement skills, marginalization of PE, not fun, cost, technology, early sport specialization.

1. Create the environment for unstructured play. <https://vimeo.com/266196932>
2. Understand what fundamental movement skills are https://fms.60minkidsclub.org/?page_id=270
3. Understand the pitfalls of early sport specialization & walk your talk as an organization <https://vimeo.com/198104394>

Week 11: Refocusing on measuring what matters

* should be timed with the [stakeholder questionnaire](#)

Athletes:

Request a 5C's progress report <https://www.youtube.com/watch?v=7cJEYTMmj6E>

Parents:

Request a 5C's progress report & recognize growth across any of the development pillars <https://www.youtube.com/watch?v=7cJEYTMmj6E>

Coaches:

Share the 5C's progress report & highlight success to players, parents, and admin <https://www.youtube.com/watch?v=7cJEYTMmj6E>

Officials:

Request a 5C's progress report from the club / mentor / organization <https://www.youtube.com/watch?v=7cJEYTMmj6E>

Admin:

Generate a 5C's progress report and be transparent re: gains and opportunities <https://www.youtube.com/watch?v=7cJEYTMmj6E>

Week 12: The benefits of multi-sport participation

Athletes:

1. Gives you a better chance to discover the sport you love.
2. Exposes you to a number of different environments.
3. Helps prevent overuse injuries.



4. Prevents boredom and burnout.
5. Allows for a greater movement repertoire & skill transfer

Parents:

1. Gives them a better chance of finding the ones they truly love.
2. Exposes your kid to a number of different environments.
3. Helps prevent overuse injuries later on.
4. Stops your child becoming bored and suffering burnout.
5. Allows them to develop more skills that transfer from sport to sport

Coaches:

1. Gives them a better chance of finding the ones they truly love.
2. Exposes your athletes to a number of different environments.
3. Helps prevent overuse injuries later on.
4. Stops your athletes from becoming bored and suffering burnout.
5. Allows them to develop more skills that transfer from sport to sport

Officials:

1. Gives them a better chance of finding the ones they truly love.
2. Exposes athletes to a number of different environments.
3. Helps prevent overuse injuries later on.
4. Stops athletes from becoming bored and suffering burnout.
5. Allows them to develop more skills that transfer from sport to sport

Admin:

1. Gives them a better chance of finding the ones they truly love.
2. Exposes athletes to a number of different environments.
3. Helps prevent overuse injuries later on.
4. Stops athletes from becoming bored and suffering burnout.
5. Allows them to develop more skills that transfer from sport to sport

Week 13: 5 steps to level 5 Leadership

Athletes: <https://www.youtube.com/watch?v=-HluvQeTwxE>

- Level 1: Highly Capable Individual,
- Level 2: Contributing Team Member,
- Level 3: Competent Manager,
- Level 4: Effective Leadership,
- Level 5: Great Leader

Parents: <https://www.youtube.com/watch?v=-HluvQeTwxE>

- Level 1: Highly Capable Individual,
- Level 2: Contributing Team Member,
- Level 3: Competent Manager,
- Level 4: Effective Leadership,
- Level 5: Great Leader

Coaches: <https://www.youtube.com/watch?v=-HluvQeTwxE>

- Level 1: Highly Capable Individual,
- Level 2: Contributing Team Member,
- Level 3: Competent Manager,
- Level 4: Effective Leadership,



- Level 5: Great Leader

Officials: <https://www.youtube.com/watch?v=-HluvQeTwxE>

- Level 1: Highly Capable Individual,
- Level 2: Contributing Team Member,
- Level 3: Competent Manager,
- Level 4: Effective Leadership,
- Level 5: Great Leader

Admin: <https://www.youtube.com/watch?v=-HluvQeTwxE>

- Level 1: Highly Capable Individual,
- Level 2: Contributing Team Member,
- Level 3: Competent Manager,
- Level 4: Effective Leadership,
- Level 5: Great Leader

Week 14: How to define success?

Athletes:

1. Did you finish the season better than you started based on agreed upon development metrics?
2. Was your overall experience more positive than negative?
3. Would you come back to this team, coach and organization?
4. Did you learn something about yourself or your sport?
5. Were your values met?

Parents:

1. Did your athlete finish the season better than they started based on agreed upon development metrics?
2. Was your overall experience with the coach, team & organization more positive than negative?
3. Would you come back to this team, coach and organization?
4. Were your values met?

Coaches:

1. Did your athlete / team finish the season better than started based on agreed upon development metrics?
2. Was your overall experience more positive than negative?
3. Would you come back and coach this team, coach & organization?
4. Did you learn something about yourself or your sport?
5. Were your values met?

Officials:

1. Was your overall experience more positive than negative?
2. Did you learn something about yourself or your sport?
3. Were your values met?

Admin:

1. Did you finish the season better than you started based on attract / retain / growth metrics?
2. Was the stakeholder experience more positive than negative?
3. Would you come back to work for this organization?
4. Did you learn something about yourself or the sport?
5. Were your values met?



Post Season: Tips on navigating end of season / post season.

Athletes:

- Acknowledge the parent & coach attitudes, effort, process & outcomes beyond the scoreboard [e.g. give examples]

Parents:

- Acknowledge the athlete, coach & admin attitudes, effort, process & outcomes beyond the scoreboard [e.g. give examples]

Coaches:

- Acknowledge the athlete, parent & admin attitudes, effort, process & outcomes beyond the scoreboard [e.g. give examples]

Officials:

- Acknowledge the athlete, parent, coach attitudes, effort, process & outcomes beyond the scoreboard [e.g. give examples]

Admin:

- Acknowledge the athlete, parent, coach & official attitudes, effort, process & outcomes beyond the scoreboard [e.g. give examples]

Post Season: Effective communication with stakeholders

Athletes:

1. Should receive a progress report based on agreed upon development criterion

Parents:

1. Should assemble themselves to recognize & thank coaches, managers and helpers. Organize a team wrap up party

Coaches:

1. Should be prepared to provide end of season interviews re: development progress & subjective feedback to athletes
2. Thank the athletes, parents for their dedication to the sport season

Officials:

1. Should provide a review for the organization on their experience with the stockholders as well as subjective feedback

Admin:

1. Thank the athletes for dedicating the season in this sport
2. Provide individual progress report based on agreed upon development criterion for athletes, coaches & officials
3. Share links & encourage athletes to sample other sports happening outside of this sport season
4. Provide a detailed wrap up report relating to stakeholder questionnaires, lessons learned etc.
5. Thank stakeholders for choosing their business - as they have options



Recommended readings:

Athletes:

Parents:

Coaches:

- Coaching Better Every Season – Dr. Wade Gilbert

Officials:

Admin:

- Sport Club Management – Dr. Matthew Robinson

Recommended websites:

Athletes:

- [Quality Sport Hub](#)

Parents:

- [Working with Parents in Sport](#)

Coaches:

- [Coaching Association of Canada](#)
- [Raising Excellence](#)

Officials:

- [Quality Sport Hub](#)

Admin:

- [Changing the Game Project](#)